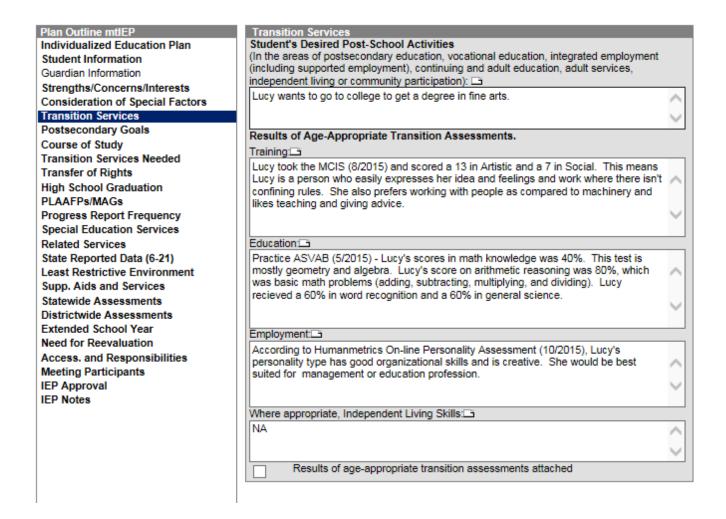
# Transition IEPs

This guide has more than one example from Infinite Campus on how to fill out each section.

### **Transition Services**

#### **Student's Desired Post-School Activities**

The desired post-school goals or visions are based on the student's preferences, needs and interests. They are the goals, dreams, interests and aspirations held by the student and may not be the same as the desired goals or visions held by the educational professionals.



#### Transition Services Student's Desired Post-School Activities (In the areas of postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation): 🗀 In the past, Odin has stated that he would like to be a bus driver when he is finished with high school. Results of Age-Appropriate Transition Assessments. Odin took the LCE self-determination checklist. He stated that he knows what his priorities are and what's important to him, and he has personal goals for himself. He thinks about his future and he knows how to tell others what he wants/needs. He stated that criticism makes him angry at times. In regards to the future, Odin stated that he is not quite sure yet what direction his life will take, and he feels like he needs to explore his options more. Sept 2015 Education: Odin had a very successful first quarter of his sophomore year, receiving three A's and three B's, which brings his cumulative grade point average to 3.42 thus far in his high school career. Odin is an auditory and visual learner--he likes when he is read to, and he likes when he is given directions from the teacher, but he also likes to see directions written down so he can go back and look at them. Odin needs both visual and verbal cueing in the classroom setting in order to find the most success. Jan 2016 Employment:□ Odin was given an informal interest inventory called 'Reach for the Stars'. Odin was asked to check off items that he was interested in or good at in order to narrow down a field of interest. At this point in time, Odin does not show an overwhelming interest in one particular job field. He scored himself highest and the same in the areas of: Agricultural and Environmental Science, Human Services, Military and Protective Services, and Applied Technology. Oct 2015 Where appropriate, Independent Living Skills: Through a LCE, Odin continues to work on his independent living skills thought his time in the Functional Life Skills classroom. He participates in frequent life kills lessons, where he is able to advocate for himself the majority of the time (70%, he is still working on that skill), he has strong social skills. However, Odin is still working on cooking skills, housing skills, and self-care skills. Jan 2016 Results of age-appropriate transition assessments attached

## Results of Age-Appropriate Transition Assessments

In these fields, please document the name or type of the assessment given to the student and the results/summary of the findings pertinent to the student's abilities.

Training, Education and Employment assessments must be completed; Independent Living Skill is done only when appropriate.

Assessments may be formal and/or informal and provide relevant information to address key areas of transition planning. They should also provide information on current levels of functional performance and indicated

accommodations to support success. They are a basis for writing the student's measurable postsecondary goals.

There are no set assessments suggested by OPI. They can be developed by an educational company or by a member of the IEP team.